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ABSTRACT

The concept of function is the single most important mathematical concept studied from kindergarten to graduate school and is critical throughout the full range of education. Thus, the goals of this book are to contribute to research in learning the concept of function and to provide a resource for mathematics teachers that could help them in their instructional approaches. There are several major themes that emerge in the pages of this volume. They are concerned with conceptions and misconceptions of functions held by students and teachers; research methodology; the roles of theoretical analyses, empirical investigations and teaching practice; and the use of computers. Chapters include: (1) "Theoretical Perspectives for Development of the Function Concept"; (2) "Theory-Based Teaching Experiments"; (3) "Conceptions Held by Students and Teachers"; and (4) "The Use of Pedagogical Software". Contains 243 references. (ASK)

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